

**Western Association of Schools and Colleges
Accrediting Commission for Schools**

REPORT OF THE REVISIT COMMITTEE (2006)

**Crenshaw High School
Los Angeles Unified School District**

Committee members:

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A General Description of the School, its Setting, and the Population it Serves

Crenshaw High School is a four-year comprehensive high school in the Los Angeles Unified School District with a current enrollment of approximately 3,200 students. Over the past ten years, the school has developed a variety of smaller learning communities. In 1994, Crenshaw stakeholders voted to become one of the first four high schools in Los Angeles Unified School District to become a LEARN (Los Angeles Educational Alliance for Restructuring Now) school. The school initiated this process of school reform to address school and community challenges of student attrition, low test scores, high absenteeism, and school/community safety. Crenshaw joined a coalition of local high schools to become Crenshaw LEARN Charter School in 1998. During the past two years, the school has relinquished its charter status.

More than 20% of Crenshaw students are currently enrolled in the Gifted Magnet, the Teacher Training Magnet, The Academy for Career Excellence, and the New Media Academy, a California Partnership Academy. Staff members are serving on a steering committee to plan and initiate smaller learning communities (SLC's) for 9th graders beginning in the fall of 2005. They intend to expand to SLC's throughout the school during the 2006-2007 school year.

Student demographic data has remained relatively stable during the past five years: between 72%-70% African American and between 21%-28% Latino/Hispanic with 1% or less "other". More than 250 students are classified as English Learners. With more than 70% of its students participating in the Federal Meal Program, the school qualifies for Title I funds. The school also has a High Priority Schools Grant to support academic improvement.

The school's Academic Performance Index for 2001 was 456, placing the school in Decile 1, Rank 1. In 2002, the school did not meet its API target, receiving an index of 463. The school has not qualified for an API score for the past two years because of low student participation in standardized testing. Although there is not an API, students continue to perform poorly on most quality indicators – California Standards

Tests; California High School Exit Exam; A-G course requirements; graduation rate; school attendance.

The School's Follow-up Process

The Visiting Committee in its report in April 2003 commented on the "Soundness of the Follow-up Process" as follows:

- "The school did not include a plan for assessing the effectiveness of the implementation of their School-wide Action Plan.
- The school has not yet received their Schoolwide Action Plan to include the nine Critical Areas for Follow-up from the Visiting Committee
- The Visiting Committee does not have adequate information to predict the soundness of the follow-up process."

As of late May 2005, the Revisit Committee has not received a copy of the "School Plan" in any format for 2004 or 2005 nor any reports of progress on the incomplete plan that was given to the Visiting Committee in April 2003. In the Crenshaw High School WASC/Three-year (sic) Revisit Report, the school notes that the most significant development during the past two years has been the creation of a Leadership Team. This team, supported by a coach from the Achievement Council, has held retreats prior to the opening of the past two school years and has planned professional development days for the staff. Members of the Leadership Team served as the Crenshaw High School WASC Revisit Committee. In their report, they do not document or explain how they addressed as a school the nine Critical Areas for Follow-up from 2003.

Schoolwide Critical Areas for Follow-up

Members of the Leadership Team, who are department chairs and focus group leaders, met with the Revisit Committee to provide additional information about the school's process for addressing the critical areas for follow-up. They were not able to give the Revisit Committee a copy of the school's Single Plan for Student Achievement. They did not present evidence that the school had engaged in an ongoing process of addressing the areas through a schoolwide action plan. The school's report addressed each of the nine recommendations from the 2003 WASC Visiting Report with a list of measures the school has instituted to respond to these recommendations.

Summary of progress presented by the school

1. To align the school's curriculum to the Expected Schoolwide Learning Results (ESLRs) and the California Content Standards.

Department leaders have been charged with identifying the specific curricular alignment actions, tasks and desired outcomes that they and their department members should accomplish by the beginning of the 2005-06 school year. They are to isolate core standards/topics and develop a backwards mapping plan for each course that produces unit plans, lessons, assessments, projects, scaffolding strategies for at-risk students, etc. They are to conduct a needs assessment and inventory of current instructional materials. Some professional

development time has been devoted to equipping teachers to do this curriculum alignment work. During classroom observations, the Revisit Committee saw several classes in which teachers have begun to implement standards-based curriculum. There was no evidence that the school's expected school wide learning results are being addressed in the curriculum.

2. To use student achievement data to drive instruction.

Local District 3 personnel disaggregated the school's 2003-04 test data and provided professional development sessions for all teachers in the use of such data to modify instruction. English and math departments have periodic assessments that provide data to use in modifying instruction. The school has used bank time for departments to collaborate, plan and share teaching strategies. The Literacy Coach analyzed the student's vocabulary achievement level and provided vocabulary lists to be used in homeroom. The Leadership Team reports that the school has developed comprehensive assessment templates for standards-based instruction by department.

3. To ensure that all students receive standards-based instruction "bell to bell."

The school has put a lot of energy into developing and supporting ongoing safety, discipline and attendance policies with due process. Teachers report that there are many students who do not come to class on time. The Revisit Committee observed numbers of students in most hallways of the school or outside the buildings well after the tardy bell has rung. Attendance at the school, expected to be 95% by the district, falls far short at 86.17%. The teachers observed were attempting to begin instruction at the bell; they were frequently interrupted by students arriving late.

4. To raise the level of expectations for student achievement and behavior.

The school has several small learning communities – gifted magnet, Teacher Training Magnet, New Media Academy – that have high expectations for students. Plans are underway to begin Small Learning Communities (SLC) for all 9th graders during the next school year. The school is intentional in creating a more intense college-going culture. The College Counseling Center provides many opportunities for students to research post-secondary choices. The school has developed vertical and horizontal articulation between high school and its feeder schools. An autodialer calls home to report student absences. Teachers are encouraged to stand in their doorways to supervise during passing periods and to welcome their students to class. Teachers are instituting intervention programs to support students in achieving on high-stakes tests. Staff members are supporting the improved enforcement and consistency of school policies. Tickets are issued for truancy; tardy sweeps are part of the safety plan.

5. To focus school resources on the regular education students.

The school received a Small Learning Community Planning (SLC) Grant in 2003. During the past two years, teams of teachers have worked with the SLC planning committee to develop a model that would personalize the learning environments for all students and ensure that all students have access to a rigorous and

relevant curriculum. The school is expecting to open SLC's for 9th grade students next September. The literacy and math coaches provide support to teachers of all students. Departments have collaborated and strategized to meet the needs of all students. Various interventions have been added: tutoring center, Saturday School, Beyond the Bell, CAHSEE Prep; increased communication with parents, additional counselor for special education and testing.

6. To develop a master schedule that provides all students access to a rigorous, relevant, standards-based instructional program.

The school has used bank time so that departments can collaborate to provide input for the master schedule. The school provides on-going professional development to equip teachers to improve instruction. Title 1 and HPSG funds pay for several outside providers of training and leadership to support teachers' awareness of and skill in using a variety of appropriate instructional strategies.

7. To create a comprehensive plan for collaborative staff development that supports the achievement of the Schoolwide Action Plan.

The Revisit Committee has not seen the Schoolwide Action Plan or a comprehensive plan for collaborative staff development. The school has regular monthly professional development activities focusing on instruction, curriculum, assessment, high stakes testing and other initiatives. High Priority Schools Grant (HPSG) provides funds for additional professional development days and for hiring outside support providers. The Literacy Coach participates in Los Angeles County Office of Education literacy academy. She provides training for English (ELA) teachers to implement various instructional strategies and to implement the district Secondary Periodic Assessments and the ELA instructional guides.

8. For District support to establish and maintain stable leadership for the school.

The Director of Secondary Education for Local District 3 visits the school regularly and provides support that focuses on instructional rather than operational issues. The school leaders state that since the restructuring in 2004, Crenshaw is a priority for Local District 3. The district supports professional development emphases on curriculum development, instructional and data analysis. The district has intervened to remove and replace some teachers considered ineffective. The Director of Secondary Education for Local District 3 spends one day each week on campus.

9. For the school to develop a "Single Plan for Pupil Achievement" incorporating the Schoolwide Action Plan that addresses the findings of the FOCUS ON LEARNING self-study. The "Single Plan" includes a clear and concrete plan for ongoing school improvement.

The school has not yet provided the Revisit Committee a copy of a schoolwide action plan or their Single Plan for Student Achievement (SPSA). The Revisit Committee told the Leadership Team and the entire staff at the exit meeting that

they must have a SPSA to comply with the mandates of Title 1 and to meet the WASC accreditation criteria.

Areas that need to be given priority for the school's ongoing improvement

1. Crenshaw High School must develop and implement a Single Plan for Student Achievement (SPSA) that includes a clear and concrete plan for ongoing school improvement and that addresses the findings of the FOCUS ON LEARNING self-study.
2. All other plans (e.g. GATE, Title 1, Literacy, High Priority School Grant, Small Learning Community, technology) will be imbedded in the SPFA.
3. The SPSA should be collaboratively developed, revised and monitored yearly by representatives of all stakeholders that include staff, parents, students and community.
4. All resources of the school are designated through the objectives and actions of the SPSA. (e.g. all spending for supplies, supplementary materials, support personnel, professional development, curriculum and instructional decisions.
5. The SPSA must be standards-based.
6. The SPSA must guide the direction of your school.

School's success in addressing critical areas for follow-up

The Revisit Committee recognizes that the school has several initiatives underway to support students' academic achievement. What is not evident is a coherent vision and plan that guides the staff as they make the connection between mandates/accountability for standards-based instruction, common assessments and professional development. The Revisit Committee believes that all of the recommendations left by the Visiting Committee in 2003 are still appropriate for the school to pursue.